

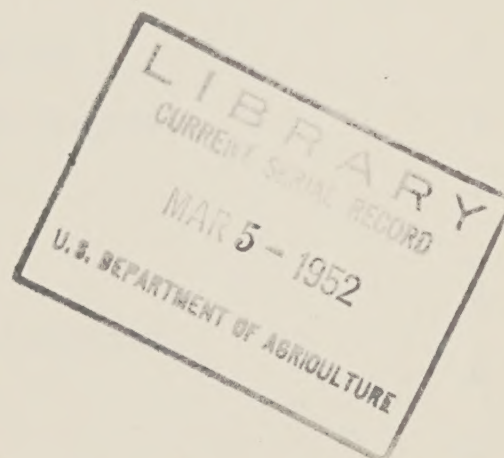
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X REPORT OF THE GRADUATE SCHOOL, 1950/51. X

1950-1951



United States Department of Agriculture
Washington, D. C.

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UNITED STATES DEPARTMENT OF AGRICULTURE
GRADUATE SCHOOL
WASHINGTON 25, D. C.

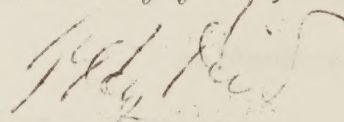
January 9, 1952

Hon. Charles F. Brannan
Secretary of Agriculture

Dear Mr. Secretary:

As the report on its stewardship of the United States Department of Agriculture Graduate School for the year ended August 31, 1951, the General Administration Board submits herewith the "Report of the Director of the Graduate School, 1951".

Sincerely yours,



T. Roy Reid, Chairman
General Administration Board

UNITED STATES DEPARTMENT OF AGRICULTURE
GRADUATE SCHOOL
WASHINGTON 25, D. C.

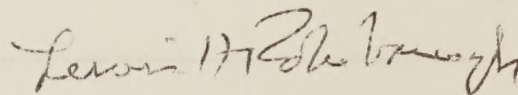
December 21, 1951

Mr. T. Roy Reid, Chairman
General Administration Board

Dear Mr. Reid:

I submit herewith the annual report embracing the activities of the United States Department of Agriculture Graduate School for the year ended August 31, 1951.

Sincerely yours,



Lewis H. Rohrbaugh
Director

REPORT OF THE UNITED STATES DEPARTMENT OF AGRICULTURE

GRADUATE SCHOOL, 1951

THE STATE OF THE GRADUATE SCHOOL IS GOOD

Since its establishment thirty years ago changes in Graduate School structure and activities, and its growth and development, have reflected the dynamics of an enlightened and expanding agriculture. During this period the Graduate School has developed into an educational institution and an educational service agency. In both types of activities the School has retained its traditional flexibility and has continually adapted its educational machinery to program needs. Yet while the Graduate School has been flexible and in many areas experimental, never has it wavered from the purpose for which it was founded. The improvement of the service through education was in 1921 and remains today its all-pervading purpose.

The Graduate School today has a national status founded on genuine accomplishment. It has met successfully the serious postwar problems which confronted all educational agencies and has contributed to the solution of the Department's manifold problems in this period. Today the Graduate School is strong and more capable than ever of aiding in the fulfillment of the purposes of the Department. The institution, of course, has its problems and uncompleted tasks. But generally the state of the Graduate School is good and there is no better example of the determination of the Department of Agriculture and of individual Federal employees that our Government shall render effective service.

This is a report of institutional programs, service activities and organization. It is supplemented by "The Financial Report of the Graduate School, 1951" and by the "Report on Educational Statistics, 1951".

I. Institutional Programs

After-hours Programs in the Washington Area

EVENING EDUCATIONAL OPPORTUNITIES IN WASHINGTON HAVE EXPANDED TREMENDOUSLY

For some twenty-five years following its founding the Graduate School was the principal institution for higher education in the evening in the Washington area. In addition, there were a handful of courses at Bureau of Standards, a limited program at American University (a good share of whose evening courses up to 1944 were those provided cooperatively with USDA Graduate School) and scattered courses at other universities. There also were, of course, the law schools and programs provided by institutions of the "business college" type.

During this period the quality and quantity of educational needs were little different from those of the post-World War II period. Then, as now, the USDA Graduate School program was in several respects unique. It was pointed at specific needs of the Federal service and was adjusted to changes in them. While the Graduate School granted no degrees, it attempted to help Government employees get undergraduate and advanced degrees. And it was an educational institution where racial and similar barriers did not exist.

After the close of the war evening educational opportunities in Washington were increased greatly. Every major institution in the District inaugurated extensive campus evening programs and with the Universities of Maryland and Virginia began to offer broad extension programs which in many instances were located in Federal buildings. Some Federal agencies have established extensive programs of instruction. Among these are the National Bureau of Standards Graduate School and the graduate and undergraduate schools at the Naval Ordnance Laboratory and the Naval Research Center. The latter, for example, are manned by staffs and described in bulletins which would be the envy of many traditional institutions.

The chief impetus for this expansion of evening educational opportunities in Washington was what came to be called GI education (Public Laws 16 and 346) which provided for qualified veterans varying amounts of free education and, under certain circumstances, subsistence as well. In the U. S. in 1947 65% of those enrolled in institutions of higher education were receiving the benefits of these laws. By September 1951 an estimated \$16,900,000 had been spent under these laws for

education in the Washington area. Beginning in 1950 the number of veteran students generally began to decline rapidly. Currently they constitute less than 30% of enrollments in higher education in the country. In the traditional institution the decline in veteran enrollments has forced attempts to adjust enlarged staffs and physical facilities to shrunken student bodies.

It is obvious that now the Government employee in Washington who wishes to continue his education is not limited in doing so to the offerings of the Graduate School. While the Graduate School has been able to maintain its position in the post-war period, it will be essential for it continually to emphasize those programs which it is uniquely qualified to offer.

USDA ENROLLMENT HAS CONTINUED AT ABOUT THE SAME LEVEL

Against the post-war local background the stability of USDA-GS enrollment is evidence of needs met effectively. In 1950-51 individual enrollment dipped slightly to 5256 from the 5831 of the previous year. The drop was sharpest in the fall, spring registration was up and summer was above 1950.

The typical USDA-GS student, statistically speaking, is in his thirties, and he is employed in the GS 3-7 range. He is studying to qualify for advancement or to improve his performance on the job. More than half of the students gave one or the other of those reasons for registering. More than 25% were working towards a degree or a certificate and about 20% checked "For general information and cultural reasons". A few of our students were just starting their Government careers at the grade of GS-1, but we had 842 students rated at GS-5 and 12 at GS-15.

DEPARTMENTAL PROGRAMS KEEP KEYED TO THE TIMES

The volume and variety of the departmental programs in this year is indicated by these vignettes:

-A seminar on "progress in the field of antibiotics" under specialists George W. Irving, Jr. and Thomas D. Fontaine (BAIC) featured 16 distinguished speakers drawn from the research staffs of colleges, the Government and the pharmaceutical industry and attracted as students advanced scientists from a

variety of Government agencies. It will be remembered that this course was first offered in 1946 and that the lectures appeared in a book, Antibiotics, edited by Dr. Irving and the late Horace T. Herrick.

-Most widely read GS lectures are probably those given by Rudolph Flesch in 1943-45 to his classes in "readable writing". These were published in his book The Art of Plain Talk. More than 170 thousand copies have been sold of this and two of his other books, The Way to Write and the Art of Readable Writing. In 1950 Dr. Flesch came back to GS as guest lecturer to the class in "Readable Writing" now taught by his former students, Amy G. Cowing and Harry Mileham (Ext.)

-Requests from Extension workers on leave from State and county jobs for temporary assignments in Washington led to the scheduling again of "Basic Evaluation, Research Methods and Techniques," under Laurel Sabrosky (Ext.) First offered in GS in 1947, this course is now considered basic in Extension education and is given each summer at the four regional schools for Extension workers.

-Program pioneering in the GS is by now commonplace. The cartography program was introduced in 1947 and has concluded its third year of increasingly successful operation. Both Ohio State University and Cornell University have now inaugurated broad programs in the same field. A program new this past year was that jointly inaugurated in population by the Departments of Social Sciences and Mathematics and Statistics. It constitutes a wider range of offerings than that available at any other institution.

FACULTY QUALITY AND PERFORMANCE LIE BACK OF GS EFFECTIVENESS

The heart of any institution is its faculty. In the USDA Graduate School our faculty is our lifeblood as well. Our faculty - using that term to embrace both those who teach and those who contribute through committee operations - is our outstanding feature. Its strength lies in its cross-fertilization of academic theory and daily experience. There is no better testimony to the interest of the Federal civil servant in improving the public service than the work of this faculty group.

Not only does our faculty engage continuously in research or administration in the fields in which it instructs; it meets well another criterion for effective teaching. A large proportion of these men and women author texts, general publications and professional journal articles in their fields.

Several other factors help to make our faculty unusually effective. The average tenure, commented on more fully in the 1949 report, is surprisingly high with service in the Graduate School ranging from one to thirty years. A considerable number of faculty members spend part of each year teaching at other institutions, usually in the summer. Many members of the faculty are enrolled each year in GS courses. Self-appraisal by the faculty as a chief characteristic of operations was reviewed at some length in the 1950 annual report. The Graduate School Council decided to continue this work, by extending the annual evaluation of new courses and courses with new instructors to all the courses in the 1951-52 program.

Two 1951 administrative developments concerning the faculty merit special mention. The General Administration Board voted an increase in compensation of about 26% effective with this next school year. Effective January 1, 1951, teaching faculty members and the Administrative staff were covered under the Federal Old Age and Survivors Insurance System.

TWO NEW DEPARTMENT HEADS

The use of expert committees for program planning and supervision is all important to the Graduate School. Not only does this organization bring into the program many experts in addition to those who teach, but it makes possible an extension of the administrative arm of the School which otherwise would be impossible.

The average educational institution has a staff-student ratio of about 1 paid employee to each 5 to 10 students. Were this applied to the GS full-time staff the ratio would be 1 to 500 or 600 students. The important role of the some 250 committee members in augmenting the work of some 350 instructors is thus self-evident.

New department heads appointed May 1, 1951 were Henry A. Donovan (BAIC), Department of Office Techniques and Operations, and Elsa O. Keiles (PHS), Department of Physical Sciences. Each moved up from posts as vice-chairman, Mr. Donovan succeeding Virgil L. Couch (CDA) and Dr. Keiles succeeding Dr. Henry Stevens (BAIC). Dr. Keiles at the time of her appointment had been for many years with the Bureau of Human

Nutrition and Home Economics; shortly thereafter she transferred to the Public Health Service. New vice-chairmen appointed in the respective departments were James E. Halligan (FHA) and Arnold J. Lehman (FDA). In the Department of Social Sciences Harry C. Trelogan (ARA) succeeded J. Murray Thompson (PMA) as vice-chairman.

Official-hours programs

DEPARTMENTAL POINT FOUR ADMINISTRATORS JOINTLY CONSIDER "TECHNIQUE PLUS"

The outstanding new official-hours seminar last year was that on Point 4. Some 20 invited representatives from Agriculture and other agencies took part in bi-weekly sessions under the leadership of M. L. Wilson (Ext.) and Douglas Ensminger (OFAR). Speaking at one of the early sessions, the Point 4 Administrator described the new technical assistance program as "technique plus" with emphasis on the "plus". The seminar, which will continue next year, explored the "plus" quality, variations among national cultures and how most effectively to operate a program in each setting.

Last year only one of the customary two annual 12 week schools in cooperation with Forest Service was held. This course enables field employees to study applications of statistical methods to Forest Service research work.

Correspondence Study Program

Plans to inaugurate an expanded correspondence study program to meet field employee needs shown by the 1949 sampling study of the field service were not carried out because the agencies which were to develop the eight new, peculiarly Federal courses for which the survey found the most demand were unable to do so due to heavy workloads. Though other channels were explored, it has been impossible so far to solve this one problem. However, a revised and broadened program will be started under the leadership of the Committee on Correspondence Study and Extension Education. Counseling of field employees on university offerings continued at about the same rate in 1951 as in former years.

II. Service Activities

LACK OF FUNDS STIFLE SERVICE ACTIVITY DEVELOPMENT

Because the chief income of the Graduate School is from students in the after-hours program, the development of other badly needed programs and services is limited to a few exploratory efforts. A General Administration Board committee began in the fall of this year to explore the possibility of funds from private sources such as the foundations. The committee has proceeded slowly and carefully with the aid of suggestions by the Department's agencies. Sub-committees are now at work on selected projects which will be submitted to foundations next year.

An example of the way in which absence or uncertainty of funds can affect programs negatively is to be seen in the rapidly expanding research internship program. Because of decreased and late appropriations for 1952 it is doubtful whether more than a small percentage of the announced openings actually will be available.

RESEARCH INTERNSHIPS GAIN SUPPORT

Preparation for the Third Research Intern Program was marked by increased interest of graduate students and faculty members of cooperating institutions. USDA bureaus listed 58 openings for 1951-52 with a few others to be added later. Most of the internships listed are in the field, a majority at the four regional laboratories in Philadelphia, New Orleans, Peoria, Illinois, and Albany, California. Among the new openings this year were one each in the Office of Foreign Agricultural Relations and in the Federal Crop Insurance Corporation. Sixty-nine nominations were made by 43 institutions, as compared to 14 nominations from 12 institutions in 1949.

During the fall of 1950 the Committee on Internship Cooperation and the Council on Graduate Work of the Association of Land-Grant Colleges and Universities met for joint assessment of past developments and to shape future plans. Much of the increased interest in this program resulted from actions taken by the graduate deans as a result of this evaluation. At our request a joint committee was appointed and will report at the Association's meeting in Houston in November of 1951 on recommendations for future adjustments. One problem certain to receive attention is that the bureaus often do not know until well after July 1 what their funds will be for the next year, whereas graduate students must make their plans during the winter months.

COOPERATIVE EXTENSION EDUCATION INTERNSHIPS

Under this program employees of State extension services spend a sabbatical period in Washington gaining experience in the Federal Extension Service, taking courses and working on research projects. The 4-H Club fellows are examples of one variation of this program. The Committee on Cooperative Extension Education, which maintains close relations with a somewhat similar group in the Land-Grant Association, has two projects underway. One is the development of a project under which funds could be sought from a foundation to make more internships possible. A second is to create an agreement among the University of Maryland, George Washington and USDA-GS under which an extension intern might take work at any or all institutions and get an advanced degree in extension from either George Washington or Maryland. Thus a major in extension at George Washington and a minor in poultry husbandry at Maryland.

The Sampling Internship Program, with no funds available for stipends, has as yet drawn only foreign students.

LECTURE SERIES CONTINUED TO BE STANDOUTS

The major lecture series in 1951 was on marketing. Focused on activities resulting from the passage of the Research and Marketing Act of 1946 it was designed for interests ranging from those of the technician concerned with processing problems to those of the economists interested chiefly in policy. This especially well balanced presentation ended with a measuring of progress against objectives by Congressman Clifford R. Hope, co-author of the act.

Another outstanding series was that on "Meeting the Challenge of Growing Older" which, under the auspices of the Committee on Human Relations, brought to the Department four national authorities whose talks were heard by a large number of both present and retired employees. Although it was technically a part of the after-hours program, another series on "The Library in Modern Intellectual Activities" merits attention here. Designed for professional librarians and for others in related work, the series presented a brilliant list of speakers who emphasized that the library is more than a storehouse of information and has begun to develop techniques and services of fundamental importance.

FIELD SERVICE ACTIVITIES: LAG

Lack of funds and manpower continued to make it impossible to meet the many requests for aid and to explore definite areas of need, except as otherwise noted in this report.

Staff members participated in a variety of institutes and seminars and provided some consultative service but the Graduate School proper was able to do no more than in the past in meeting field needs.

GOOD PROGRESS MADE IN PUBLICATION AND GENERAL INFORMATION DISTRIBUTION

The chief publishing activity of the Graduate School is now carried on with the Publications Revolving Fund established in July 1950. This program and other publishing activities are under the Committee on Publications. At the end of its first year the use of the Fund had demonstrated the validity of the concept. Its resources were at the original level although it had supported extensive publishing activity. What We Learned in Public Administration During the War, the Fund's first title, went into two printings. A revised and expanded version of Mathematical Statistics is to be issued in the fall of 1951. A new book on the philosophy and spirit of Extension Work will be off the press in 1952. It is being published jointly with Epsilon Sigma Phi, the National Extension Fraternity. Publishing will continue to be an important function of the Graduate School.

Graduate School activities are reflected in many publications which it did not publish. Many faculty members write books based on their courses here. Most of them are technical. An example of those which are not was this year's Science Can Wage Peace, written by F. R. Eldridge and based on the lectures here in general semantics by faculty member Captain J. A. Saunders. Another sort of channel is illustrated by Land Problems and Policies issued by the Iowa State College Press and containing three chapters first given in the GS 1948-49 lecture series on national resources. GS materials and limited publications continue to find a small but steady market all over the world.

Information dissemination

That familiar phrase from the Department's organic act is readily applicable to a variety of GS activities. Groups from Japan and New Zealand and individuals from other countries continued to show the usual interest of other nations in studying GS objectives and operations. The visual presentation of information continued to receive more emphasis in our classes. Current or past students continued to organize informal groups to continue study interests started here with the formation in 1951 of one on General Semantics.

In August 1951 a film strip on GS activities was completed under the leadership of the Committee on Information. Scheduled for use both within the Department and in connection with exhibits and recruiting conferences with institutions, the strip's issuance marked another step in the continuing efforts of the committee to improve information activity.

III. Organization

The Graduate School ended the year in good financial condition. Details are carried in "Financial Report of the Graduate School, 1951."

UNITED STATES DEPARTMENT OF AGRICULTURE

Charles F. Brannan, Secretary of Agriculture

GRADUATE SCHOOL

General Administration Board

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